



# Multi-State Alternate Assessment

## Registration and Accommodations Overview

Feb. 15, 2018



# Webinar Objectives

- Identify Test Coordinator Procedures
- Explore the 2017-18 school year Accessibility Features and Accommodations
- Review the OSSE 2017-18 school year Accommodations and Accessibility Features Guide for Students with Disabilities



# Test Coordinator (TC) Procedures



# Test Administration Timeline

Test Administration Window	
Action	Date(s)
MCAA Administration Window Opens	March 19 at 8 a.m. EST
End of Test Survey (EOTS) Completion	March 19 – May 4
Last Day to Submit Requests <ul style="list-style-type: none"><li>• Grade Reassignments</li><li>• Reopen Closed Tests</li></ul>	May 1
MCAA Administration Window Closes	May 4 at 8 p.m. EST



MSAA System

Request new password

E-mail \*

*Enter your e-mail address.*

Password \*

*Enter the password that accompanies your e-mail.*

Log in

#### RESOURCES

[Sample Items](#)

[Technology Requirements](#)

[Get Help](#)



Multi-State Alternate Assessment at [www.msaaassessment.org](http://www.msaaassessment.org) is the home for all MSAA administration information. For assistance, contact the MSAA Service Desk:

Phone: 866-834-8879

Email: [MSAAServiceCenter@measuredprogress.org](mailto:MSAAServiceCenter@measuredprogress.org)



- Dashboard
- Test Status Summary
- Students
- Organizations
- Users



### Multi-State Alternate Assessment System

- Access Assessment Training Resources
- Set-up and Edit Student Information
- Start and Manage Tests

#### RESOURCES

- Sample Items
- Technology Requirements
- Get Help
- Test Administrator User Guide
- Test Coordinator User Guide
- Test Administration Manual (TAM)



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## MSAA Online Assessment System User Guide for Test Coordinators

Prepared for:



## MSAA Online Assessment System User Guide for Test Administrators

Prepared for:



## Test Administration Manual March 27–May 12, 2017

MSAA Service Center  
Phone: (866) 834-8879  
Email: [MSAAServiceCenter@measuredprogress.org](mailto:MSAAServiceCenter@measuredprogress.org)  
MSAA Online Assessment System: <https://www.msaaassessment.org>

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Multi-State Alternate Assessment (MSAA). (2017) Test Administration Manual.



# MCAA Test Administration Training for TCs

- All TCs at the LEA or school level must complete the MCAA Test Administration Training for Test Coordinators
- TCs are not required to take the Final Quiz

Module #	Module Description
Module 1	MCAA Overview
Module 2	Test Design and Experience
Module 3	Navigating the MCAA Online Assessment System
Module 4	Completing the Student Information
Module 5	Create Users and Orgs
Module 6	Student Response Check and the Early Stopping Rule

Test Coordinator Checklist		
Before Test Administration		
Test Coordinator Tasks	TAM Page	✓ Complete
1. Sign and submit state-specific test security and confidentiality forms. <i>Refer to State-Specific Policy Information and/or State MCAA Coordinator.</i>	1	
2. Complete the MCAA test administration training (for TCs). <i>TCs are not required to take the End-of-Training final quiz.</i>	10	
<input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6		
3. Ensure that TAs have received and completed the required training and can access the online MCAA Online Assessment System.	9	
4. Communicate all information received from the State MCAA Coordinator about MCAA to TAs.	N/A	
5. Ensure that technology capacity is met. <i>Work with district/school IT personnel to ensure that the online MCAA Online Assessment System is accessible and functioning on every computer that is used for testing. Refer to Appendix B titled, "Technology Requirements" in the MCAA Online Assessment System User Guide for Test Coordinators for specific information on supported browsers and operating systems.</i>	N/A	
6. Support TAs in developing a testing schedule so that all tests will be submitted within the administration window.	3	
During Test Administration		
7. Monitor the administration of the Test. <i>Ensure appropriate test practices and appropriate student participation. Consult with your TAs regarding closing any tests for students who meet the criteria for the Early Stopping Rule.</i>	7-9, 15-25, 34-35	
8. Ensure that students and TAs have the materials and resources needed to administer the Test.	6, 9	
9. Maintain test security. <i>Ensure that all test materials are in a secure and locked location when not testing.</i>	25	
10. Report inappropriate test practices in accordance with state policy.	25	
11. Report security violations and test irregularities to the State MCAA Coordinator. <i>All security violations and suspected irregularities must be reported to the TC according to State-Specific Policy Information.</i>	1, 25	
12. Ensure that all tests have been submitted or closed by 8:00 pm ET on May 12, 2017.		
After Test Administration		
13. Report all inappropriate test practices, security violations, and suspected irregularities to the State MCAA Coordinator. <i>All inappropriate test practices, security violations, and suspected irregularities must be reported to the TC according to State-Specific Policy Information.</i>	1, 25	
14. Securely shred all printed copies of the Test, DTA, scoring rubrics, and student work (e.g., writing materials, etc.). <i>MD Only - Return all ordered materials using the return envelope with UPS label provided in the materials shipment.</i>	19, 24-27	

MSAA Test Administration Manual (TAM), 2016-2017

Test Administrator Checklist		
Before Test Administration		
Test Administrator Tasks	TAM Page	✓ Complete
1. Activate TA account. <i>TAs receive an auto-generated login user name and password from MCAAServiceCenter@measureprogress.org. Open a web browser and enter TA's e-mail address, enter the password provided, and click "Log in." Refer to the section titled, "How to Access the MCAA Online Assessment System" in the MCAA Online Assessment System User Guide for Test Administrators for directions on how to activate your TA account.</i>	N/A	
2. Consult district/school technology personnel (and the MCAA Service Center as needed) to: • Ensure that the online MCAA Online Assessment System is accessible and functioning on the computer or device that assigned students are using for testing • Troubleshoot technology issues. <i>Refer to Appendix B titled, "Technology Requirements" in the MCAA Online Assessment System User Guide for Test Administrators for specific information on supported browsers and operating systems.</i>	2	
3. Review State-Specific Policy Links and Contact Information.	1	
4. Download the documents needed for administration.	6	
5. Sign and submit state-specific test security and confidentiality forms. <i>Refer to State-Specific Policy Information and/or State MCAA Coordinator.</i>	1	
6. Ensure that student meets state participation criteria and IEP team decision has been documented for Grade 3 students, new students, and/or transfer students.	1, 7	
7. Complete MCAA test administration training: <input type="checkbox"/> Module 1 <input type="checkbox"/> Module 2 <input type="checkbox"/> Module 3 <input type="checkbox"/> Module 4 <input type="checkbox"/> Module 5 <input type="checkbox"/> Module 6	9	
Test Administrator Tasks		
8. Confirm the student demographic information and complete the following forms: • Learner Characteristics Inventory (LCI) • Accommodations: Before Test • Student Response Check (SRC) <i>*These tools are located in the Student's profile area in the MCAA Online Assessment System. Refer to the section titled, "Before Testing" in the MCAA Online Assessment System User Guide for Test Administrators for more information.</i>	6, 8, 24, 34-35	
9. Create a comfortable and secure testing environment. <i>TAs must provide each student with an appropriate testing environment during every testing session. Optimal testing conditions must be provided for every student before and during the test administration.</i>	19, 25	

MSAA Test Administration Manual (TAM), 2016-2017



# Accessibility Features and Accommodations



# Accessibility Features: Computer, Laptop, or Tablet

Allowed Reading	Increase Volume
Alternate Color Theme Tool	Line Reader Tool
Alternate Text	Magnification Tool
Answer Masking Tool	Manipulatives for Mathematics
Audio Player Tool	Tactile Graphics
Increase/Decrease Size of Text and Graphics	



# Accessibility Features: Paper Administration

Allowed Reading	Line Reader
Alternate Color Themes	Magnification
Alternate Text	Manipulatives for Mathematics
Answer Masking	Object Replacement
Increase/Decrease Size of Text and Graphics	Tactile Graphics
Increase Volume	Tactile Symbols



# Accommodations

- Accommodations are changes to the standard administration of an assessment that do not alter the construct being measured
- Any accommodation required by the student must be included in the student's IEP prior to testing



# Accommodations Used in the MSAA

- Assistive Technology (AT)
- Paper Version
- Scribe
- Sign Language

For specific guidance of the accommodations listed above are located in the Test Administration Manual.

*Physical prompting, including hand over hand, invalidates the results of the test.*



# Student Response Check and Early Stopping Rule

- The Student Response Check (SRC) is a task during which a student is asked to demonstrate their preferred mode(s) of communication
- The purpose of the SRC is to determine if the student demonstrates an observable response mode
  - All students must have an observable response mode to participate in MSAA
- If a student's responses are not clearly observable, or understood by the TA or scribe, the Early Stopping Rule (ESR) can be applied
- The SRC should be administered more than one time during the testing window before applying the ESR

\*Please refer to the flowchart on page 40 of the TAM



# Accommodations Guide for Students with Disabilities



# OSSE Testing Guide for SWDs

- Students with disabilities have access to a wide range of accommodations and accessibility features on statewide assessments
- Accommodations are intended to reduce and/or eliminate the effects of a student's disability and/or English language proficiency
- Accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment
- Accommodations used in statewide assessments should also be used in daily instruction



## Testing Accommodations Guide

Part I: Students with Disabilities

2017-18

A Guide to the Selection and Identification of Accommodations on District of Columbia  
Statewide Assessments for Students with Disabilities with Individualized Education  
Programs or Section 504 Plans



# Accommodation Categories

Setting

Timing and Scheduling

Presentation

Response



# Setting Accommodations

Setting Accommodations							
SEDS Statewide Testing Accommodations	PARCC ELA 2017-18	PARCC Mathematics 2017-18	MSAA ELA & Mathematics 2017-18	ACCESS for ELLs 2.0 2017-18 (ELs with disabilities)			
				L	R	S	W
Specialized Equipment, Furniture, or Lighting	<b>Adaptive and Specialized Equipment or Furniture (administrative consideration)</b> <i>Student is provided specialized equipment or furniture needed for a successful testing environment (e.g., low lighting; adaptive seat).</i>						
Noise Buffer or Headphones	<b>Headphones or Noise Buffer (accessibility feature)</b> <i>Student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.</i>						
Preferential seating	<b>Specified Area of Setting (administrative consideration)</b> <i>Student is tested in a specialized area or setting (e.g., front of the classroom, seat near the door, etc.).</i>						
Separate/Alternate Location	<b>Separate or Alternate Location (administrative consideration)</b> <i>Student is tested in a location other than their originally scheduled testing classroom.</i>				<b>Specific Seating (administrative consideration)</b> <i>Student is tested in a location other than their originally scheduled testing classroom.</i>		
Individual Testing	<b>Small Group Testing (administrative consideration)</b> <i>Student is tested in a separate location individually or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.</i>		<b>n/a</b> <i>MSAA is administered in a one-on-one setting</i>		<b>Individual or Small Group Setting (administrative consideration)</b> <i>Student is tested in a separate location individually or with a small group of students with matching accessibility features, accommodations, or testing needs as appropriate.</i>		
Small Group Testing							
Unique/ Non-Standard Accommodation	<b>Statewide Unique Accommodation Request</b> <i>Student may require a unique/non-standard accommodation that is not listed above, and does not change the construct being measured by the test. A separate request form must be submitted to OSSE for review. Please see <a href="http://osse.dc.gov/service/testing-accommodations">http://osse.dc.gov/service/testing-accommodations</a> to access the form and view instructions on submission to OSSE. If approved, the accommodation must be listed in the IEP or 504 plan.</i>						



# Timing and Scheduling Accommodations

Timing and Scheduling Accommodations				
SEDS Statewide Testing Accommodations	PARCC ELA 2017-18	PARCC Mathematics 2017-18	MSAA ELA & Mathematics 2017-18	ACCESS for ELLs 2.0 2017-18 (ELs with disabilities)
Extended Time	<b>Extended Time</b>		n/a  MSAA is an untimed test.	<b>Extended Time of a Test Domain Over Multiple Days</b>
	<p><i>Student has until the end of the school day to complete a single test unit administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day. If needed, each unit of the Science Assessment may be administered on a separate day.</i></p>			<p><i>In rare cases, and only when absolutely necessary, due to an illness, disability, or extended interruption in testing, with the approval of OSSE, students may extend the testing session over multiple days.</i></p>
				<p><b>L, R, S, W</b></p> <p style="text-align: center;"><b>Extended Speaking Test Response Time</b></p> <p><i>May be used to support students with cognitive, language processing, physical, or communication disabilities who need additional processing time for spoken language. This accommodation must be selected in WIDA AMS prior to the student beginning the test.</i></p>
		<p><b>S</b></p> <p style="text-align: center;"><b>Extended Testing Time Within the School Day</b></p> <p><i>May be used to support students with cognitive, language processing, physical, or communication disabilities who need additional time to complete one or more test sections.</i></p> <p><i>Extended time is considered 1.5 times the anticipated testing time, however, if a student is actively</i></p>		



# Presentation Accommodations

<b>Presentation Accommodations</b>				
<b>SEDS Statewide Testing Accommodations</b>	<b>PARCC ELA 2017-18</b>	<b>PARCC Mathematics 2017-18</b>	<b>MSAA ELA &amp; Mathematics 2017-18</b>	<b>ACCESS for ELLs 2.0 2017-18 (ELs with disabilities)</b>
<b>Audio Amplification</b>	<b>Audio Amplification (accessibility feature)</b> <i>Student raises or lowers the volume control, as needed, prior to testing. Final volume must be set prior to testing. Student uses amplification device assistive technology (e.g., FM System) provided by the school or student. The student brings familiar auditory aid assistive technology to the test administration. If needed, the test administrator tests technology prior to test administration (e.g., during an "Infrastructure Trial").</i>		<b>Increase Volume (accessibility feature)</b> <i>To increase the volume on the computer, laptop, or tablet, use the built-in volume control options. Students may need headphone depending on testing location.</i>	<b>Audio Aids (universal tools)</b> <i>Student uses a tool to amplify or diminish sound. Audio aids may include: amplification device, noise buffer (headphones, earbuds), or white noise machine.</i>
<b>Magnification</b>	<b>Magnification/Enlargement Device (accessibility feature)</b> <i>Student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.).</i>		<b>Magnification Tool (accessibility feature)</b> <i>The embedded magnification tool increases the size of the text and graphics only in the selected area. The magnification tool is attached to the cursor so it will highlight any section the mouse hovers over.</i>  <b>Increase/Decrease Size of Text and Graphics (accessibility feature)</b> <i>Computers, laptops, and tablets provide zoom-in and zoom-out functions. Projection systems, video magnifiers, and smart boards may also be used to increase the size of the text and graphics. Zoom may also be used to reduce the size of the text or graphics in order to view more item information on one page.</i>	<b>Low-Vision Aids or Magnification Devices (universal tool)</b> <i>Student uses a magnifier button to increase the size of graphics and text by 1.5x or 2.0x.</i>
<b>Large Print Edition</b>	<b>Large Print Edition</b> <i>Student with a visual impairment who is unable to take a computer-based assessment uses a large print paper-based form of each assessment.</i>		n/a	<b>Large Print</b> <i>Available with paper administration only</i>
<b>Paper-Based Edition</b>	<b>Paper-Based Edition</b> <i>Student who is unable to take a computer-based assessment due to a disability may take a paper-based version of the assessment.</i>		<b>Paper Version</b> <i>A Paper Version of the Test may be downloaded and printed from the MSAA Online Assessment System in PDF</i>	<b>Participate in Different Testing Format (Paper)</b> <i>Student who is unable to take a computer-based assessment due</i>



# Response Accommodations

Response Accommodations				
SEDS Statewide Testing Accommodations	PARCC ELA 2017-18	PARCC Mathematics 2017-18	MSAA ELA & Mathematics 2017-18	ACCESS for ELLs 2.0 2017 -18
Braille Writer or Note-Taker Device	<b>Braille Note-Taker and Braille Writer</b> <i>A student who is blind or has a visual impairment may use a braille writer or an electronic braille note-taker. If these tools are not available, the student may use a human scribe.</i>		n/a  <i>Use Human Scribe.</i>	n/a  <i>Use Human Scribe</i>
Non-Standard Calculation Device on Calculator Sections	n/a	<b>Calculation Device (on Calculator Sections of Mathematics Assessments)</b>  <i>Student uses a specific calculation device that is different from the embedded grade-level calculator on the calculator section of the assessment (e.g., large key, talking, or other adapted calculator).</i>	<b>Manipulatives for Mathematics</b>  <i>Directions for the use of manipulatives are described in the DTA; to the extent possible, these should be the tools the student uses during instruction. Manipulatives are not provided by MSAA because not all students use the same tools. Possible manipulatives and tools required for testing include: 1. Ruler, thermometer, clock, abacus, talking calculator, raised line graph/grid paper, tiles, blocks, etc. 2. Calculator. Each item includes information for the TA on whether a calculator is allowable. Most items do allow the use of a calculator, but it is important to note which ones do not.</i>	n/a
Calculation Device on Non-Calculator Sections	n/a	<b>Calculation Device and Mathematics Tools (on Non-Calculator Sections of Mathematics Assessments)</b>  <i>The purpose of the calculation device on the non-calculator sections is to provide access for students with a disability that severely limits or prevents their ability to perform basic calculations (i.e., student is unable</i>		n/a



Q&A



## FIND US

### ADDRESS:

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| Thank you!